

SCHOOL STAKEHOLDERS' COLLABORATIVE STRATEGIES FOR MANAGEMENT OF DISCIPLINE IN SECONDARY SCHOOLS IN ILEMBE DISTRICT

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ABSTRACT

This research study explored collaborative strategies used by school stakeholders for managing discipline in the Ilembe District. Purposive sampling was used in this study to select study participants from stakeholders in the Ilembe district in KwaZulu-Natal. A qualitative research approach was used and a case study methodology design was used for in-depth data collection, in the form of interviews. Data was analysed by means of a coding process to generate a description of the setting or people, as well as categories or themes for analysis. The findings of the study revealed effective collaborative strategies used by stakeholders of two schools. In implementing strategies collaboratively, it was found that two out of the four schools that formed part of this study, were able to manage discipline effectively using strategies such as assertive discipline, restorative discipline and building a good rapport with learners. The effective collaborative strategies used by stakeholders of these schools included the inclusion of learners in the decision making process, establishment of a rapport and clear lines of communication with learners, implementing the school Code of Conduct at all levels, and the assistance of all stakeholders who had a vested interest in education. The findings also indicated that restorative discipline was collaboratively implemented by all stakeholders of two out of four schools, to manage discipline effectively. It is, therefore, recommended that all stakeholders employ collaboration when implementing strategies aimed at managing discipline.

KEYWORDS: School Stakeholders; Collaborative Strategies; Management; Discipline & Secondary Schools

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INTRODUCTION

To date, there are strategies that have been employed to assist educators and school managers in curbing indiscipline in schools, yet none has been deemed effective in providing a long-term solution to this global problem (Jeannot, 2015). The issue of poor discipline in secondary schools is not peculiar to South African schools. Peter (2013) reveals that factors such as "Family background, corruption, norms and values have been identified to be the roots of indiscipline." Maphosa and Mammen (2011) point out that the problem of indiscipline among learners has taken the spotlight for a substantial amount of time worldwide. Although discipline problems are not confined to secondary schools, the escalation of such problems is evident as learners transition from primary to secondary schools. With little or no training to handle such severe forms of indiscipline, schools are becoming increasingly dangerous for educators and learners (Ukala, 2018). This underscores the severity of discipline problems currently plaguing South African schools.

Past discipline strategies that were adopted by educators and school managers, were synonymous with

instilling fear in learners as a means of maintaining discipline. One such strategy that was widely adopted was the Authoritarian Discipline strategy. Canter's (1988) classroom management strategy of Authoritarian Discipline involves encouraging the learner by using positive reinforcement in the form of praise for every positive behaviour acted out and increasing the severity of punishment to correct behaviour that is negative. Contradictory to this school of thought, MacFarlane 2007 (cited in Panchoo, 2016) argues that using reinforcement to discipline a learner for behaviour that is negative can "merely serve to further damage their self-esteem and self-efficacy". The researchers does not view the above mentioned strategies as viable solutions to the indiscipline problems as one supports punitive punishment as a form of discipline and the other draws away from a meaningful teacher-learner relationship, and widens the gap which facilitates indiscipline.

The above mentioned disciplinary strategies cannot be implemented as the bases of the approaches, as with many other approaches, lie deeply entrenched in punitive punishment. Furthermore, behavior theorists of the past have based their research upon the school and classroom situation at the time of conducting research (sometimes even decades ago). However, since then, the classroom environment has changed drastically, rendering those theories inadequate today. Each strategy, when exclusively implemented, has not solved the issue of managing discipline effectively in classrooms. We currently have no viable management strategy that has resolved indiscipline in our schools.

With the decentralization of the South African education system occasioned by the democratization of South Africa, the change from management of central control to a more democratic approach, has posed major implications for the management of discipline. Because of this education reform, the South African Schools Act (84 of 1996) was implemented and it recognized a new national system for schools. Within the South African Schools Act, the Code of Conduct as a framework for discipline in schools was introduced.

With this paradigm shift, the devolution of management saw a radical change, with the SGB holding the rights to the final decision making in matters pertaining to discipline. Previously, the SMT made decisions with regard to the management of discipline in schools, but since then, the South African Schools Act stipulates that the SGB is responsible for such matters.

Corporal punishment was previously employed by educators and school managers, as a disciplinary measure to curb discipline problems and manage discipline in schools. School children who arrived late for classes, or whose parents failed to pay school fees, were also punished, so many simply stayed at home," (Sekhonyane, Bodibe & Mchiza-Mkhize, 2018). However, since its abolition, it was found that discipline, particularly in secondary schools, degenerated to such an extent that teaching and learning in many schools is compromised. The key implication from this is not that corporal punishment was an appropriate disciplinary measure, but rather that since its abolishment, educational practitioners have not developed a strategy to replace corporal punishment and at the same time manage discipline effectively.

Although corporal punishment is a violation of basic human rights, some schools in South Africa still resort to the unlawful use of corporal punishment, as there seem to be no other strategies to managing discipline. "Despite corporal punishment being illegal in schools, the General Household Survey of 2017 found that incidents of corporal punishment were recorded in all provinces, although the numbers are much lower than in the 2015 survey," Sekhonyane, Bodibe & Mchiza-Mkhize (2018). This shows that educators are having difficulties in finding alternative solutions to corporal punishment in managing discipline.

To date, there are strategies that have been employed to assist educators and school managers in curbing indiscipline in schools, yet none have been deemed effective in providing a long term solution to this insurmountable problem. Davids (2014) opines that due to “reflections of a social malaise, the writing out of lines, detention, sandpapering desks and suspending learners from school will not have the desired effect on curbing undesirable behaviour.” Hence, there is a gap for a multipronged strategy that can curb indiscipline in schools.

The importance of maintaining discipline in schools is paramount, as it sets the tone for an environment conducive to teaching and learning. This is supported by Sekhonyane, Bodibe and Mchiza-Mkhize (2018) who state that, “Each year, the department of education conducts hearings in terms of section 58(b) of the South African Schools Act, as amended, to deal with underperforming schools. One of the major findings from these hearings is that most schools that underperform have discipline issues.” In order for well-disciplined schools to exist, educators, in collaboration with school managers and relevant stakeholders, need to find an effective management strategy to curb indiscipline in schools. Ilembe district, like other districts in KwaZulu-Natal, consists of numerous secondary schools, all of which are faced with issues of indiscipline, which negatively affect the functioning and performance of these schools. It is against this background, that this research was initiated. This study is guided with the following research questions

Which strategies do school stakeholders use in secondary schools in managing discipline in Ilembe District?

Are collaborative strategies used by school stakeholders for managing discipline in secondary schools in Ilembe District effective?

METHODS

Ethical Clearance

“Ethics are sets of guidelines, principles and codes which are used to guide the behavior of the researchers when conducting research” (Merrill & West 2009). The researchers sought permission from the Research Ethics committee at the University of Free State to conduct research. The researchers thereafter secured permission to conduct research from the KZN Department of Education. For this study, permission to conduct the research was obtained from stakeholders from various schools. The researchers made participants aware of all research processes. The researchers clearly explained the research procedure and the purpose of the research. Participants were also informed of the advantages of participating in such a study. Participants were also asked to complete and sign the informed consent form which served as proof that the researchers had informed them of all aspects of the research study. Participants were accordingly informed by the researcher that their participation in this study was entirely voluntary and that they would receive no monetary reward from participating in the study. The researchers ensured that the information that participants provided did not reveal their identity in any way whatsoever. The researchers treated all information regarding the research as confidential. Participants were informed that they may, at any time, for any reason, withdraw or terminate their participation in the research.

Design

The chosen research design for this research was a multiple case study. The researcher used qualitative research as the approach for this study. For the purpose of this study, a qualitative approach was chosen to explore the beliefs, observations, perceptions and real-life experiences of stakeholders from secondary schools, on the discipline management strategies in secondary schools.

Sample

The sample consisting of school managers, SGB members, as well as educators was appropriate for this study which investigated management strategies used by stakeholders in secondary schools to maintain discipline. McMillan and Schumacher (2010) state that “Researchers search for information-rich key informants, groups, places or events to study; and these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researchers are investigating.” With this in mind, the researchers chose participants of varying post levels from different schools in ILembe district, who were directly involved with the daily issue of discipline in the school and were in the best position to identify ways of managing discipline. Purposive sampling was used in the way school managers, school governing body members and level one educators were selected as participants.

Method of Data Collection

Data was collected by means of individual interviews, using a semi-structured interview schedule. In this research study, individual interviews were used as a form of data collection to allow the researcher to collect in-depth information from participants regarding the collaborative strategies that they use to manage discipline in schools. The individual interviews were also employed to gather information regarding the challenges that the participants experienced in managing discipline by using the strategies they mentioned. “Hence, trustworthiness, credibility, participant language and verbatim accounts, triangulation, low inference, member checking, transferability, dependability and confirmability were used in line with the interpretive paradigm to enhance “reliability” and “validity” in this study.

Data Analysis

The process of data analysis entailed the researchers finding information to address the objectives and research questions posed in the study. Field notes were taken during the interview process to supplement the data collected from interviews. The researchers read the organized data in order to gain knowledge of the information provided by the participants, and to find the meaning of the information provided. The researchers found ways of using this information such that it represents the actual experiences and opinions of respondents. The researchers then arranged the data so that analysis could be facilitated without difficulty or inaccuracy.

The data was then transcribed. Once the data was prepared and organized via transcription, the researchers then began the process of coding. At this stage of data analysis, the researchers generated a description that was detailed in providing information from the responses of participants. The researcher then developed codes for the descriptions. The researchers then organized the material into categories and labelled them as per the language used by the participant. These categories consisted of detailed information and the exact words used by respondents. The researchers employed coding to further break down segments of data into recognizable categories to analyze similarities, differences and variations that were present in the data (Cohen et al., 2018). The researchers compiled a table of themes that emerged from the codes and lastly, reflected on the findings of the data and compared them with the literature in the literature review of the study.

RESULTS

Effective Strategies used by Stakeholders to Manage Discipline Include

The Implementation of the School Code of Conduct

The school Code of Conduct is a requirement as stipulated by the South African Schools Act (84 of 1996). Findings from

WHS revealed that the school dealt with misconduct in accordance with the sanctions in the Code of Conduct. The implementation of the Department of Education (DoE) policy, the South African Schools Act (84 of 1996) referring to the school Code of Conduct is, therefore, implemented at all levels; from educators to the SMT. The SMT finds that working within the confines of the Code of Conduct is effective in minimizing discipline problems.

We have a school Code of Conduct. That is the strategy we use. It is implemented at all levels. It is a document that was agreed upon at the SGB level by all stakeholders. The document also tells us how we should go about implementing discipline procedures in school. So it's implemented at all levels. Staff members are reminded about how to handle discipline issues at staff meetings and at staff briefings, who to make the referrals to, the protocol, the grade controller first then the deputy principal. They are given reminders on a constant basis (SMT, GHS).

Strategies that we impose are basically according to the school Code of Conduct. We find that what works for us is the referrals to the SGB. It does work, it does create fear amongst learners and also, learners fear that if they violate the code of conduct, they will be suspended for 5 days. Learners do not want to stay at home (SMT, GHS).

DHS has a Code of Conduct drawn up and adopted by all stakeholders. However, findings revealed that its implementation in matters pertaining to misconduct was minimal. It was also found that when dealing with serious misconduct, no procedure is followed according to those found in the Code of Conduct. The Discipline Committee in operation, as indicated by the SGB, was found to be non-functional according to educators. As per the responses of school stakeholders, the response of the SMT confirmed that the school does not apply the Code of Conduct when dealing with misconduct.

Communication with Learners in Establishing a Rapport

Stakeholders were of the view that communication with learners was an effective strategy in the management of discipline. Findings indicated that due to the lack of parental involvement in the lives of children, children looked for an open channel of communication in their educators.

You have to be forceful, but in a way to kids where they can still confide in you. But you still have to stamp your authority. They need to know who the teacher is and who the learner is. Be assertive. Start your lesson off by talking to them. I always talk to them (Educator, GHS).

Findings from DHS revealed that the strategy of communication to manage discipline corroborated with the response of stakeholders of GHS:

Communication works best for me. One, you communicate with the person that has done the indiscipline. Then lay out the consequences (SMT, DHS).

Stakeholders were also of the view that getting the support of learners through effective communication with them was highly effective in managing discipline in schools.

In establishing a good rapport with learners, findings revealed that positive learner-teacher relationships influenced positive discipline. Every classroom climate contributes to the school climate. It is therefore imperative to maintain a good rapport with learners as it is directly related to learners being interested in the subject matter being presented by educators. Findings indicated that when educators maintained a good rapport with learners, learners were more motivated to attend lessons, behave respectfully and considerately, and even contribute to the lesson. Stakeholders

asserted that learners were more attentive and receptive, and a good rapport promoted communication between educators and learners. It also allowed learners to listen and disagree respectfully, hence eliminating the need to behave inappropriately.

We have got to come up with new ways of doing things and of course, being in a school like ours is fairly, if not very, difficult because we have got kids that are not (involved in) minor misdemeanours but hard-core criminals as well...so looking for new methods, those new methods get outdated very soon and I think the most important that I have found is winning the learners over... the learner, however, difficult the situation is, tends to subside in his approach as well so that for me is effective (SGB, MHS).

Assertive Discipline as a Strategy to Manage Discipline

Three of the four case studies revealed that Assertive Discipline is an effective management style.

So when learners come to my class, they know they are coming to my class for one thing and one thing only, it's about work. And I think if you set those rules down right at the outset... there's very little room for (ill-discipline). And so I've never had... and I'm thirty odd years in the profession... I don't have serious discipline problems in my class. It's formal. As so as long as you stick to that formula, you won't have too many discipline problems in the class (Educator, WHS).

The SGB interviewee at GHS also supports the view that the implementation of the principles of Assertive Discipline is an effective strategy to manage discipline. He stated:

Educators need to set the tone in the classroom. He needs to have rules in the classroom. Once he has classroom rules, he is able to achieve discipline.

Findings from the SMT at DHS were that, when educators use assertiveness in managing their classrooms, learners do not display problematic behaviour. It was reported that learners are quick to ascertain which educators were assertive and did not display indiscipline in their classrooms as they were aware that there were consequences for poor behaviour.

Restorative Discipline as a Strategy to Manage Discipline

WHS stakeholders revealed that the use of Restorative Discipline as a management strategy had led to many successes. The school implemented Restorative Discipline in all cases of indiscipline. It was reported that the SMT first intervened to find the cause of the problem and then engaged learners in realizing the extent of their actions, after which a sanction for corrective behaviour would be imposed.

The school, therefore, engages in repairing the harm that society has inflicted on learners by allowing the community to be a part of the discipline process. As much as learners may see the sanctions as punishment, sanctions imposed by the SMT were aimed at repairing the harm caused by the learner and involving them in some sort of rehabilitation for it. WHS applied restorative discipline to all aspects of discipline management and stakeholders maintained that they achieved success by doing so.

We also have a maths centre at school, which is a fully interactive system. It is in operation. Learners see it as punishment but we send those learners who default there to do some maths. Because we are a maths funded school. Parents seem to be very happy with that. We require offenders to do community work on Saturdays and Sundays. That is

one of the findings of the SGB and one of the things they do. They have assembly talks, those that end up with problems, they will address the assembly on a problem they have been guilty of. If it's fighting, they prepare talks, if it is drugs, they write essays and give them to the English teachers to mark and it is put into their files (SMT, WHS).

Counselling

Findings from stakeholders from GHS and MHS showed that one of the most effective ways of handling matters related to indiscipline, was that of counselling. The responses of the three participants are given below.

Counselling a learner, referring him to various counselling agencies example social development. We work closely with child welfare, the local hospital, referring them to various departments within there, counselling is effective (SMT, GHS).

Extreme cases are referred for counselling... we have an open relationship in my class. Communication is the key to everything. To be a successful teacher, you must be able to communicate. You may be a brilliant teacher, know your content in and out but if the child behind the desk doesn't understand, you aren't effective (Educator, GHS).

Learners as Part of the Decision Making Process

The inclusion of learners in decision making presented itself as an effective strategy. Data revealed the perception of stakeholders who noted that when learners are included in all aspects of decision making that pertain to them, there is less need for them to resort to indiscipline. In hindsight, such collaboration of educators and learners yields mutual respect amongst them, allowing for the creation of a positive learning situation.

The **Educator** at **DHS** maintained that making learners part of the decision making process is effective, and that the control of discipline to learner achievement display a positive correlation. She stated that:

Make them a part of the decision making [learners]. I think that is very important! I have been teaching History for sixteen years and I have had one child that has failed the subject... that is because we have an agreement, and that is how I like working with them. They feel like they are part of the process.

The War Room

Stakeholders in the community contribute to the support of all structures in the community, including that of education, and assist by engaging with the school to manage discipline. This war room could also manage incident reporting, establish trends and provide analytics.”

We have what is called a War Room where we have monthly meetings and at those monthly meetings, we present problems. We give a report of the school and various aspects of school life. We also give a report regarding school discipline issues like drugs, substance abuse is an issue at this school like any other school in the province or country. We are working together with our community. They are the only ones that can help with the dealers that are supplying our learners, who are the runners for these dealers. We present the problems to them (SMT, GHS).

Collaboration

The following sub-themes emerged from the aforementioned specific theme:

- Effective collaboration

Effective Collaboration

From the interview process, it was apparent that stakeholders collaborated effectively. WHS receives support from a variety of stakeholders and as a staff, together with the SGB, there are collaborative efforts in managing behavior in the school. When asked if educators received support from other stakeholders in the management of discipline in school, the **Educator** from **WHS** responded:

Absolutely! Yes. For us, it's like a very collaborative thing- so it's everyone. Whether it's management... whether it's level one... when it comes to teachers. Personally, like I said, I don't experience problems that I can't deal with in the first place but if it is a hard-core problem that needs specialist attention, then we have the principal and deputies who are more than willing (to help) because we are very strict on discipline.

Community involvement contributes to filtering bad elements over time. Findings from GHS suggest that, even though there is a lack of parental involvement, the participation of stakeholders enables the school community to have discipline under control, to some extent. However small the step forward maybe, every step towards the right direction in terms of managing discipline counts. Similarly, the **SMT** member at **GHS** stated:

We are achieving success, I won't say our school is a perfect school... no school is... we have a lot of discipline problems, but we are getting there.

DISCUSSIONS

Findings and Interpretation based on the Third sub Research Question

Which strategies do school stakeholders use in secondary schools pertaining to managing discipline in ILembe District?

The Implementation of the School Code of Conduct

When implemented by all stakeholders, the Code of Conduct was reported to be by some participants, to be highly effective in the management of discipline. Participants stated that the use of the Code of Conduct was beneficial in that, as signatories to it, learners were forced to adhere to its stipulations. It was also found that the sanctions in the Code of Conduct, served as a reprieve for poor behavior.

The SGB of one case openly stated that, with the little knowledge that they have of school governance, they found the Code of Conduct, as subordinate legislation, effective in assisting them to lawfully manage discipline in schools. Some participants asserted that a whole-school approach to the implementation of the Code of Conduct was successful. However, in contrast, some participants reported that the Code of conduct was only good on paper but in reality, ineffective. Upon further investigation, it was found that the current SGB of the school concerned had not revisited the Code of conduct nor made amendments to it in six years. This, therefore, implies that a revisit of the Code of Conduct was required so that all related stakeholders could consent to, and adopt a Code of Conduct that is mutually agreed upon, as advised by Matodzi (2000). Participants also stressed that in as much as the Code of conduct has stipulations for serious misdemeanours, learners who were suspended reported back to school seven days later with no evidence of change. More so, participants drew attention to referral of learners for expulsion to the Head of Department as a futile effort. Hence, the view of some participants was that, although policy for the management of discipline existed, it was deemed impractical. This is supported by Arthur-Kelly et al. (2007) who state that positive relationships are developed by the establishment and development of effective communication. Educators believed that by being assertive, yet approachable, learners begin to

be less problematic in class due to a rapport being developed with educators that take such a stance in class. Communication to identify the cause of indiscipline is supported by Savage and Savage (2010), who state that "Identifying poor behaviour in learners can be as straightforward as communicating with the learner by enquiring about the reasons for such behaviour."

Restorative Discipline as a Strategy to Manage Discipline

The participating SMT reported that, in handling cases of indiscipline, implementing a restorative approach to discipline was effective. As aforementioned, the implementation of the Code of Conduct was deemed a viable strategy in the management of discipline. However, with the implementation of the Code of Conduct, comes the imposition of sanctions on defaulters. In this regard, stakeholders reported that the effective strategy to manage such cases was to apply restorative methods of discipline. Participants reported that by imposing sanctions that require learners to take accountability for their actions, they develop self-discipline (Narain, 2015).

The use of positive reinforcement to correct the wrong behavior of learners was commended by many participants, stating that much success was achieved when learners took ownership of their poor behaviour and engaged in the necessary remediation to improve relationships (Van Jaarsveld, 2011; Sprague, 2014). The use of Restorative Discipline as a management approach served as the foundation of all legislative frameworks guiding the management of discipline in school and focused on corrective measures rather than punitive ones. Restorative discipline also adheres to the stipulations in the South African Schools Act (84 of 1996), regarding the school Code of Conduct which states that "[T]he main focus of the Code of Conduct must be positive discipline; it must not be punitive and punishment oriented but facilitate constructive learning" (SASA, 1996). The strategies employed by WHS are reflective of the alternatives to corporal punishment as stated by Roos (2003), who maintains that learners can be given additional work which contributes to their own school efforts. Learners are supervised, and there is security for the learner and the tasks given are in assist the learner achieve academic success.

This strategy was also supported by stakeholders at MHS who were of the view that encouraging participation in class and rewarding learners with positive feedback, it assists in the development of self-confidence and it thereby engages them in the lesson, reducing disruptive behaviour. Chanda, Songolo and Mutekenya (2015), citing Shor (1988), assert that "promoting student self-esteem and belongingness is more effective in reducing behaviour problems than punishment." Positive reinforcement was discussed at length in the literature review of the study. Discipline that is positive rather than punitive in nature, was supported by all legislative frameworks developed for schools in the Republic. Data suggests that stakeholders had success in reinforcing positive discipline.

This also concurred with the remarks by the SGB interviewee. He reiterated that when dealing with learners guilty of offences, the strategy employed to correct the behaviour of learners is in no way punitive. This is also supported by the principles of Assertive Discipline which are educator orientated, and where "corrective actions are paramount to the treatment and preventing of problems, and to develop self-discipline." (Rijavec & Miljković, 2010).

Counselling

The research study revealed that learner behavior can improve and be managed through counselling. Participants stated that due to the social ills of the external environment which are imposed on learners, there is a great need for counselling in secondary schools. Most stakeholders agreed that in as much as counselling was effective in reducing and improving

discipline problems, the removal of school counsellors by the DoE left a void which cannot be filled by educators due to their heavy workloads. In cases where counsellors were appointed, it was found that learner behavior had improved. However, the waiting period was too long to afford all learners in need, the opportunity to be counselled. It was also noted by the researcher that, in order for counselling to be regarded as effective, the learner must have already been involved in an act of indiscipline so as to go through the channels of counselling. Hence, counselling presents itself as a remediation strategy rather than a strategy to manage discipline and avoid indiscipline.

The War Room

In engaging with other related school stakeholders, the data showed that a partnership with the Department of Cooperative Governance and Traditional Affairs was deemed effective as a strategy to assist schools in the management of discipline. It was found that SMT members liaised with the local ward counsellor and was introduced to an initiative labelled 'The War Room.' At War Room meetings, the SMT, representing the school, presented a report on school functionality and particularly in matters pertaining to discipline. This was found to be the link between the school and various structures and stakeholders in the community, who are able to assist the school with managing discipline.

Findings and Interpretation based on the Fourth Sub Research Question

Are collaborative strategies used by school stakeholders for managing discipline in secondary schools in ILembe District effective?

Effective Collaboration

The data revealed that effective collaboration existed when all stakeholders were included in the management of discipline in schools. Learners, educators, SMT and SGB of schools which were all included in the management of discipline asserted that the strategies used to manage discipline in schools were effective, owing to their collaborative efforts. It was found that strategies aimed at managing discipline benefited from open and deliberative efforts between all relevant stakeholders (Chinenye & Victor, 2018). In identifying their purpose and individual roles in the management of discipline, stakeholders were able to take ownership of the current situation and manage it effectively. This was in line with the local findings of Mtsweni (2008) whose study revealed that, in order for discipline to be maintained, learners, educators, the SMT and SGB are required to collaborate. This also concurs with the shared responsibility of the management of discipline. Since the decentralization of education, there is a balance in the involvement of stakeholders in governance. This is reiterated by Lemmar (1999) who states that the devolution of management in schools allows for participatory involvement in decision making at all levels of school governance.

It is evident from the data that the collaboration of stakeholders facilitated the implementation of strategies in the effective management of discipline in secondary schools in ILembe District.

CONCLUSIONS

This suggested strategies for the management of discipline, the inclusion of all stakeholders in the implementation of these strategies was found to be crucial in determining their effectiveness. It was established that, when stakeholders work in isolation and do not collaborate, these strategies are deemed ineffective and indiscipline remains a bone of contention in schools. It was found that in cases where stakeholders withheld from collaborating with other stakeholders, no strategy used to manage discipline was regarded as effective and the state of indiscipline prevailed. The study revealed that a close

partnership among learners, educators, SMT led to effective implementation of strategies in managing discipline.

Limitations to the Study

The following limitations to the study occurred:

- The participants who were selected for the purpose of this research study included SGB members, SMT members and educators from four schools in Ilembe District, KwaZulu-Natal. They, therefore, cannot represent the greater South Africa in the findings of this study. However, the value of this study is in providing schools in similar contexts and environments, useful information that can lead to better discipline management and educational delivery.
- The focus of this study was establishing strategies used by school stakeholders in managing discipline. Participants were, therefore, required to be knowledgeable of the current state of discipline in secondary schools, as well all current policies, procedures and practices used by all stakeholders in managing discipline. However, not all stakeholders were aware of the aforementioned. This led to some questions not entirely being answered, due to lack of knowledge.

Recommendations from the Study

The following recommendations are made, which can assist in the successful implementation of collaborative strategies that can be used to manage discipline in secondary schools.

- The use of a school Code of Conduct should be implemented by all school stakeholders in all matters pertaining to discipline. In accordance with the South African Schools Act, the Code of Conduct should be revisited regularly with the necessary changes adopted by all learners, educators and non-educators at individual schools. Stipulations in the South African Schools Act for the review of the Code of Conduct states that “The above stakeholders must also be consulted when the Code of Conduct is reviewed annually or when any amendments are made,” (SASA, 1998). The Code of Conduct, as subordinate legislation, can serve as an effective strategy to manage discipline, when implemented as a whole school approach to managing discipline.
- The DoE, via the directorate of Governance and Management, should provide training for school SGBs to capacitate them on school governance so that they play an active role as stakeholders. It has been argued that the SGB of schools are not effective in their role of management of discipline and, as a result, many schools are struggling to control discipline, particularly secondary schools. Training should be provided to assist them in performing their roles such that they are an effective support structure to the management of discipline.

Recommendations for Further Research

From the gaps identified in the current research study, it is recommended that studies should be conducted on the following:

- Strategies that can be used to enhance collaboration of stakeholders for effective school management;
- The effectiveness of a whole school approach to managing discipline in secondary schools;
- Why there is a reluctance of collaboration of school stakeholders in school governance.

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